

# Welcome and Introduction

## *Emergency Management for Schools*

June 4-5, 2008 ~ San Francisco, California



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# Opening Session Agenda

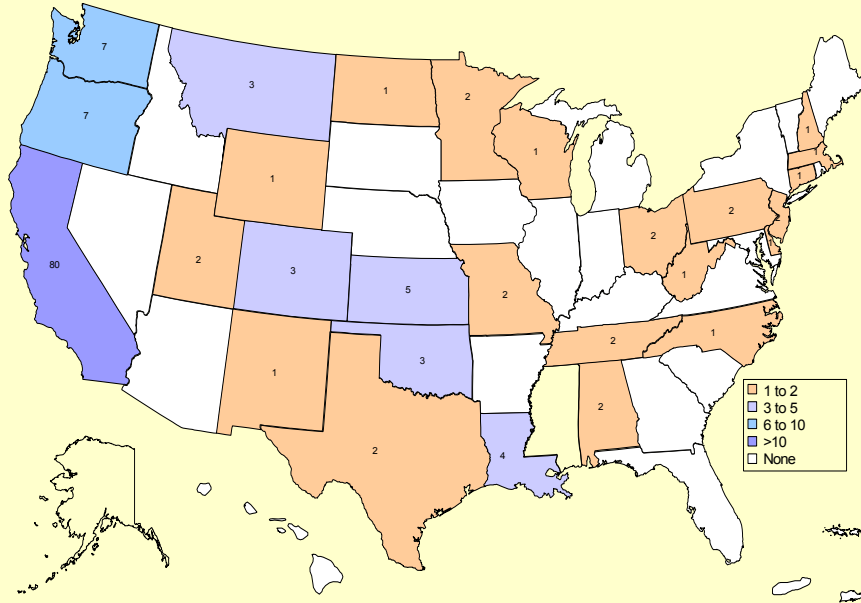
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- Review Participant Demographics
- Goals
- Why Emergency Management Plans Are Critical
- What We Want Schools To Do
- Introduce Presenters
- Review Agenda

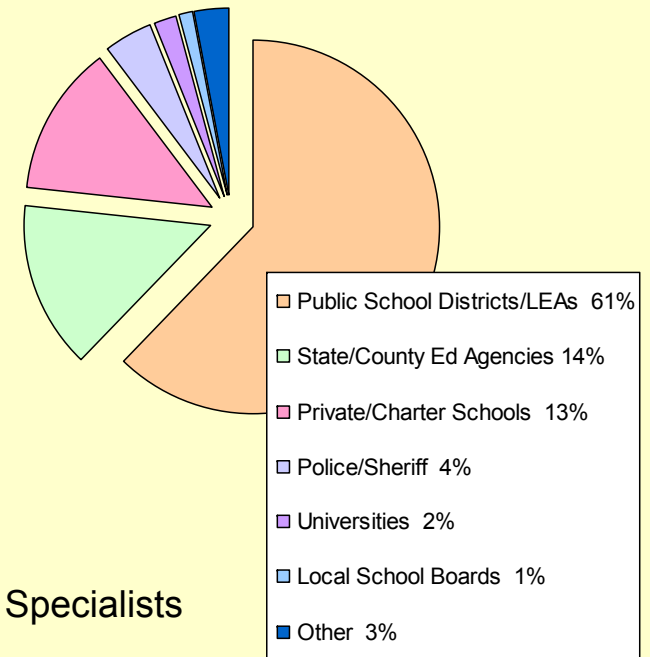


# Participant Characteristics

## States Represented:



## Organizations Represented:



## Professional Positions Represented:

- 23% District REMS Coordinators, Risk Managers, Safety Specialists
- 18% Superintendents and Other District Administrators
- 13% Maintenance and Operations, Business Services, Transportation
- 11% Teachers, Counselors, Social Workers, and School Nurses
- 9% Principals/Vice-Principals
- 5% SDFSC and Prevention Services
- 4% Police
- 14% Other/Unstated



# Goals of the Meeting

- Provide participants with practical, accurate and timely information regarding emergency management for schools based on the four phases of emergency management.
- Provide participants with skills necessary to successfully implement their emergency management plans.
- Emphasize the importance of community collaborations to support emergency management efforts.
- Motivate attendees to review and, where appropriate, revise their existing plans.
- Encourage interaction and networking.



# Why should schools have an emergency management plan?



# Because Stuff Happens...

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- Every day
- Along a continuum
- In almost every district and community
- To a variety of different populations (e.g., students/faculty)
- When least expected

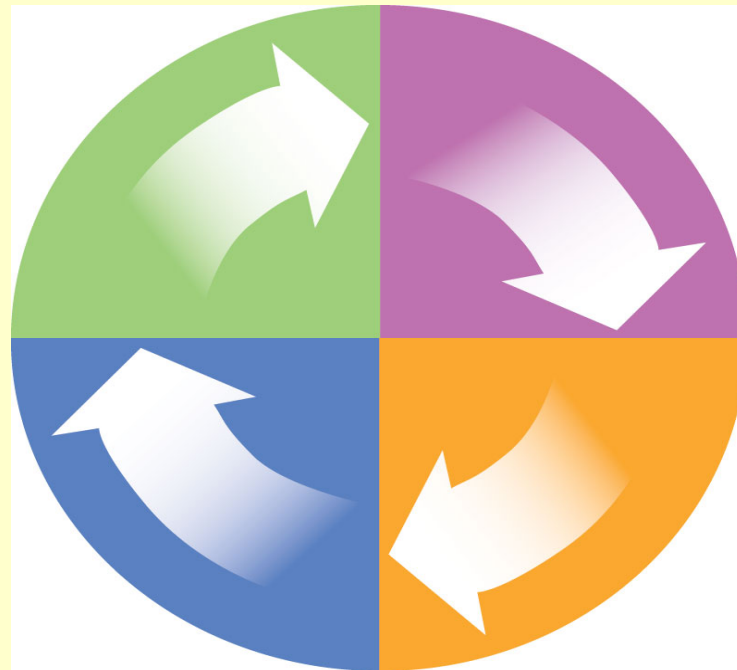


# What do we want school districts to do?



# What do we want school districts to do?

- Have an emergency management plan that addresses the four phases of emergency management: *Prevention-Mitigation, Preparedness, Response, and Recovery*





# What do we want school districts to do?

- Have an emergency management plan that takes an “all-hazards” approach.

High Base Rate Incidents	Low Base Rate Incidents
Low Impact	High Impact
Bullying	Intruders
Minor Accidents	Weapons / Guns
Fighting (without injury)	Assault with Injury
Automobile Related Issues	Homicides
Drug Possession	Chemical Accidents



# Have A School Emergency Management Plan That:

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- Is developed collaboratively with community partners.
- Is based upon sound data, information, and assessment (risk, vulnerability, consequence).
- Is practiced on a regular basis.
- Includes Incident Command System (ICS) roles coordinated with first responders, and aligns with the National Incident Management System.



# Have A School Emergency Management Plan That:

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- Addresses students and staff with disabilities and special needs.
- Is tailored to conditions of individual schools and offices.
- Addresses “Emerging Issues” such as Pandemic Influenza.
- Is continually reviewed and updated.



# Key Lessons Learned

## 1. Not everything is costly

- Use existing data sources to assess risk.
- Use existing expertise to assess vulnerabilities.
- Use community partners to expand options for services.
- Take advantage of what is on credible Web sites.
- Improve efficiency by collaborating / sharing [building plans, communication needs] with community partners.
- Use community resources to expand drills.



# Key Lessons Learned

2. If something could go wrong, it will--anticipate and plan for:
  - Key staff not being present at the time of an emergency.
  - Communications equipment not working.
  - Evacuation site not being available, or not suitable on day it is needed.
  - Weather concerns.
  - Multiple events to happen concurrently.



# Key Lessons Learned

3. Every school has resources that can be used to assist in the development / refinement / improvement of their emergency management plan. Examples include:

- Photo club taking photos of schools for first responders.
- Drama club assisting in drills.
- Nurses/School Resource Officers trained in first aid.
- Computer experts designing procedures for tracking students.
- Connecting with parent groups.



# Key Lessons Learned

## 4. Reviewing, practicing, and updating the plan is critical.

- Simulated emergencies using tabletops, drills, and exercises
- Real emergencies
  - After-action reports
  - Debriefings
- Plans should be continually reviewed, tailored and updated at both the district and the school building level.



# Key Lessons Learned

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5. In order to be effective, plans have to be practiced with community partners (including, but not limited to):
  1. Public Health
  2. Mental Health
  3. Law Enforcement
  4. Local Government
  5. Public Safety





# Introduction to Presenters



# Agenda: Wednesday, June 4, 2008

- |             |   |
|-------------|---|
| 8:15-8:45   | Welcome and Introduction to the Conference  |
| 8:45-9:00   | <i>Break and Transition to Concurrent Session I</i>   |
| 9:00-10:45  | <b>Blue Track:</b> Prevention-Mitigation<br><b>Green Track:</b> Preparedness ( <i>Part 1</i> )                  |
| 10:45-11:00 | <i>Break and Transition to Concurrent Session II</i>  |
| 11:00-11:45 | <b>Blue Track:</b> School Tabletops, Drills and Exercises<br><b>Green Track:</b> Preparedness ( <i>Part 2</i> ) |
| 11:45-1:30  | Lunch and Plenary Presentation  |
| 1:30-1:45   | <i>Break and Transition to Concurrent Session III</i>   |
| 1:45-3:15   | <b>Blue Track:</b> Preparedness ( <i>Part 1</i> )<br><b>Green Track:</b> Prevention-Mitigation                  |
| 3:15-3:45   | <i>Networking Dessert and Transition to Concurrent Session IV</i>   |
| 3:45-4:30   | <b>Blue Track:</b> Preparedness ( <i>Part 2</i> )<br><b>Green Track:</b> School Tabletops, Drills and Exercises |
| 4:30-5:30   | Optional Question & Answer Sessions with Presenters   |



# Agenda: Thursday, June 5, 2008

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8:30–10:00     **Blue Track:** Recovery

**Green Track:** Response

10:00-10:15     Break and Transition to Concurrent Session VI

10:15–11:45     **Blue Track:** Response

**Green Track:** Recovery

11:45– 12:30     Question and Answer, Feedback, and Closing



# QUESTIONS and TRANSITION

